

FOLIO

UNIVERSITY OF ALBERTA
21 FEBRUARY 1992



INSIDE

- Day care a top priority with Council on Student Life
- Clare Drake and colleagues talk about leadership
- Employment Equity Census results

University community gathers to condemn hate graffiti

Students and staff show solidarity

"We are gathered together here today to bear witness that the University of Alberta disassociates itself from those whose inadequacies force them to express their bitterness and hate on our walls," Chancellor Sandy Mactaggart said at a rally held 13 February in response to recent incidents of anti-feminist, hate graffiti found on professors' doors.

Speaking to a crowd of several hundred students and staff, the Chancellor said, "We do not know whether it's someone from within our own community or someone who is just passing through it, who is responsible for the graffiti that we find so deeply disturbing.

"All we know is that the public and the media can too easily jump to the erroneous conclusion that these irresponsible words are representative of us. They are not!" the Chancellor said to applause. The University community must stand up for "open dialogue, not midnight messages," said the Chancellor, who led the gathering in a moment of silence "that we may dedicate ourselves to elimination of this infection from our University."

Lois Stanford, Vice-President (Student and Academic Services), said the University community is relieved that the graffiti has stopped. "But as a community we continue to feel outraged and unsettled. An important principle of our University community has been damaged: the principle of tolerance."

The Vice-President said the community has had no way of healing the wounds. She told students and staff—many of whom were wearing red armbands to indicate their resolve to combat demeaning behaviour—that her hope was that before people left the rally, each person would think about how they would express respect and support for others in the community.

The University community must stand up for "open dialogue, not midnight messages."

Chancellor Sandy Mactaggart

Non-Academic Staff Association President Anita Moore also stressed the importance of acting collectively to combat hate mongering. She said the University must be concerned about the safety concerns of staff and students who work late at night on campus and in isolated areas. "Campus Security budget cutbacks have inhibited its ability to provide the kinds of controls that may be necessary."

"Without security for everyone in our community, there can be no real intellectual discourse," said President Paul Davenport. "Without security for all of our staff and students, there can be no real learning or scholarly pursuits."

Continued on page 2



Students and staff filled the Rutherford Atrium to listen to University officials express their outrage at recent incidents of hate graffiti.

Education could learn from other professional faculties

UBC Dean says education faculties still criticized within universities

Faculties of Education could learn a number of instructive lessons from other professional faculties within universities, says the University of British Columbia's Dean of Education.

It is possible to maintain the respect of the profession and of colleagues within the university, said Nancy Sheehan, president of the Association of Deans of Education in Canada. "Although there has been progress, criticism of faculties of education has remained strong."

As one of a number of speakers in a series of talks organized by the Faculty of Education to mark its 50th Anniversary, Dr Sheehan, who earned her PhD here, said the first characteristic of all professional faculties is that they are committed to their professions. Those same faculties find ways of balancing their resources to serve both their professions and their universities.

In her address of 6 February, Dr Sheehan suggested that, as occurs in other professions, education professors must establish links with

practitioners in the field. That could be done by using more sabbaticals and leaves. "We must encourage our professors to work in the schools."

Dr Sheehan, who has studied various aspects of the history of education in Canada and more recently overseen a number of profound changes in the British Columbia school system, said faculties of education must recognize the centrality of research as being of paramount importance. "How much do we do that?" she asked.

Faculties of education must also bring in professional expertise. "We do some of this, but not enough," she said, adding that the use of outside experts would bring in new and practical knowledge to faculties.

If you look at other professional faculties, they all have core curricula at the undergraduate and graduate level, she said. While Education has a core curriculum at the undergraduate level, no such thing exists at the graduate level. She said that was wrong and that graduate school graduates could leave their respective faculties of education without

basic knowledge in a number of key areas, for example, research methodology.

She said it may be time for faculties of education to develop special working relationships with outside institutions in their communities. Faculties of medicine, for example, normally have special relationships with particular teaching hospitals.

People within professional schools also believe in an educational continuum, she said. Just because a person leaves a school, it doesn't mean that person stops learning. She lauded collaborative efforts professional schools have with the professions which enable people to continue learning.

Dr Sheehan also pointed out that despite a rhetoric of gender equality within faculties of education, women remain at the bottom and men at the top. It's still relatively rare even today, she said, for women to assume positions of authority within the educational hierarchy. The question faculties of education have to ask is: Do they have a responsibility to lead society or to merely reflect society?



UBC Dean of Education Nancy Sheehan: in charge at a time of change in British Columbia.

Rally

Continued from page 1

There can be no place here for such threats directed at members of the University community, the President stated, adding that the values the University community cherishes will not survive in an atmosphere of fear created by threats of violence.

Academic Staff Association President Jim Marino said he first heard about the graffiti when he was in Calgary. "I felt defensive about my campus, and that was odd to me because no doubt I'm critical when I'm here. I'm loud and outspoken and a constant critic on some of the things that happen on this campus." But, said Dr Marino, he realized that it was his family that was being violated and brutalized.

Academic Women's Association President Sandra Niessen, who attended the rally, said she was disappointed that the University hadn't responded to an AWA suggestion to have a public forum at which the issues could be debated in a constructive manner. She said it was also an inappropriate oversight that an AWA representative wasn't included on the rally program.

Students' Union President Marc Dumouchel said the SU has been receiving a number of calls from students expressing their concerns about safety on campus. A group of students, he continued, has suggested that they would like to start a campus night-watch program, which would involve the establishment of safe houses on campus and a student escort service.

Graduate Students' Association President Ken Ross told the gathering that he didn't come before them with any particular solutions. "The solutions are within each of us," he said, adding that people on campus must think carefully about how they can contribute to solving the problems facing the campus.

No one in the gathering came forward in response to Dr Stanford's invitation to express their views about the incidents.

Dalhousie agonizes, but decides to raise tuition fees

The Board of Governors at Dalhousie University recently raised tuition fees for the 1992-93 year by 10 percent. Students unsuccessfully attempted to have one-quarter of the 10 percent increase directed into a bursary and scholarship program. The board agreed to seek additional external funding for \$250,000 for scholarships and bursaries.

New Brunswick freezes operating grants

New Brunswick's government has frozen operating grants to the province's four universities for 1992. The Maritime Provinces Higher Education Commission had recommended a four percent increase for the 1992-93 fiscal year.

Concordia ties tuition increases to CPI

Concordia University has decided to tie tuition fee increases to the consumer price

ACROSS CANADA

index. The June 1990 to June 1991 consumer price index was six percent, so students can expect a six percent increase for the 1992-93 academic year.

Medical schools react to health ministers' proposal

Medical schools across the country reacted strongly to health ministers' proposal to cut medical school enrollment by 10 percent by the fall of 1993. Queen's University spokespeople said they didn't anticipate having to face a 10 percent cut. UBC's Dean of Medicine Martin Hollenberg said the proposed cuts will do nothing in the short-term to control rising health care costs.

Waterloo suggests pay freeze for academic year

Waterloo University administrators are asking graduate students, staff and faculty to accept a one-year pay freeze. Members of the

senior administration have agreed to a pay freeze and are awaiting responses from the various associations and unions on campus.

Calgary assessing differential budget cuts

Budget managers at the University of Calgary have been asked to determine what kind of an impact preliminary differential budget cuts would have on all administrative units except one and all but three faculties. The University expects to have a final budget prepared sometime in April.

Ontario sets up task forces to deal with crisis

Two provincial task forces have been set up in Ontario to help the province's 15 publicly funded universities deal with the underfunding crisis. One of the tasks will be to examine how the system could be restructured.



Yoshihiro Tsurumi spoke on Canada-Japan relations in the post-Cold War Pacific Age

Canada's trading interests aren't always the same as the United States', says Yoshihiro Tsurumi, an internationally recognized expert on Japanese-American relations.

Professor Tsurumi, a leading consultant to governments, the International Monetary Fund and multinational firms, said Canada should not limit its trading relations primarily with the United States, but should vigorously extend them with European and Pacific Basin countries.

In his role as the 1992 Eldon D Foote Visiting Speaker, Professor Tsurumi told listeners 12 February that the United States is limiting automotive trade on the continent. "They're not going to let Canada have its own automotive trade policy," he said, noting that it may in fact be in Canada's interest to encourage European and Asian automakers to establish plants and invest in Canada.

The Professor of International Business at City University of New York and President of the Pacific Basin Centre Foundation, New York, said if Canadian business leaders are seen to be supporting import quotas on Japanese automobiles, then they'll be associated with the worst aspects of American protectionism.

Canada should expand trade with Asia, Japan-US expert tells campus

Canada doesn't share Americans' prejudices about Japan

Speaking a day before the US Customs Service preliminarily ruled that Honda Civics shipped from Canada to the US in 1989-90 had less than 50 percent North American content and are therefore subject to a 2.5 percent duty, Professor Tsurumi said the Japanese and Koreans are going to be following the pending case involving North American content of the Hyundai [manufactured in Bromont, Quebec]. "They're watching very closely how strongly the Canadian government defends 'made in Canada' content.

"I'd like to see Canada insist that the United States dismantle the ever-increasing web of nontariff trade barriers ... anti-dumping rules, and all these silly legal restrictions," said Dr Tsurumi, who has taught at leading business schools, such as Harvard and Columbia in the US, leading universities in Japan and at Queen's University in Ontario. That practice would then be increasingly copied by Japan and other countries.

The Americans see their relations with Japan through the Pearl Harbour paradigm, while the Japanese see their relations with the Americans through the colonial period of American gunboat diplomacy of the previous century, he explained. "Canada is free from all these hangups," he said, adding that Canada can build its own trading relations with Asia and, furthermore, Canada is not suspected of wanting to dominate other nations.

As long as US-Japanese relations are hampered by these mutual suspicions, no new world order can emerge. And very serious uncertainties exist as tribalism in Japan and the United States gains momentum, the General Agreement on Tariffs and Trade dies, and regional trading blocs emerge, he contended. No matter how porous these blocs are, they are nevertheless bound to be protectionist, Dr Tsurumi said.

The largest partner within these trading blocs always benefits the most. For example, the Americans will benefit most from a North

American trading bloc—and that's why it's important for Canada to expand its trading relations with Asian countries, he said.

No new overarching framework has replaced the old, rather stable, bipolar world that collapsed when the Soviet Union disintegrated, he said, suggesting that the GATT should be reformed to establish some kind of international treaty organization. He added that the World Bank should add to its mission the protection of the global environment. Business would have to be conducted within that environmental framework.

Retirement Planning Seminars for Academic Staff

13-16 April 1992

The Office of the Vice-President (Academic) and the Association of Academic Staff of the University of Alberta (AAS:UA) invite members of the AAS:UA and their spouses to attend one of three retirement planning seminars. The seminars will address keys to successful planning, financial planning and lifestyle considerations, and will be tailored to specific age groups:

Under 50 Years of Age

13 April 2:30 - 5:00 and 7:00 - 9:00
14 April 9:00 - noon and 1:00 - 4:00

50 Years of Age and Over

15 April 2:30 - 5:00 and 7:00 - 9:00
16 April 9:00 - noon and 1:00 - 4:00

Imminent Retirees

15 April 9:00 - noon and 1:00 - 4:00

All seminars will be held in the STOLLERY CENTRE, 5th Floor, Business Building. There is no charge; coffee and lunches will be provided.

Enrollment is limited and will be on a first-come, first-served basis. If you are interested in attending, please call Diane Shaw at 492-5321. Deadline for registration is 12 March 1992.

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'Frobisher mentality' lingers on

Forcing the pace of development a stain on Canada's financial history

Certain historians contend that the financial system has prevented Canada from getting the most from its economic or business opportunities. Michael Bliss says the onus ought to be on the critics to "specify precisely the opportunities that have been missed in Canada as a result of lack of capital or inefficiencies in financial markets.

"To the best of my knowledge," said the author and professor of Canadian history at the University of Toronto, "no one has specified an opportunity in Canadian business that had a reasonable chance of successful development but was neglected because of a shortage of capital."

But thinking has made it so, Dr Bliss noted in his address to the Department of Finance 7 February (the Stephen A Jarislowsky Chair/Princeton Developments Distinguished Lectures in Finance). He related how Martin Frobisher, the Elizabethan adventurer overestimated the opportunities of the northern new world, got state aid to start mining the gold he thought he had found en route to Cathay, and managed to lose all of his backers' money and a large number of lives in bringing back many tons of fool's gold to England.

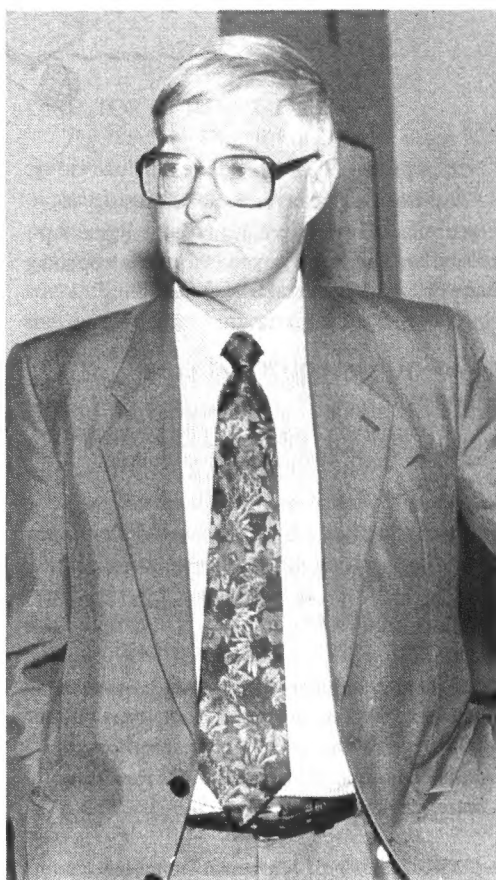
"Frobisher went on to a more lucrative career as a pirate. The Frobisher mentality—the belief in these northern lands as containing fabulous wealth just waiting to be unlocked if only somebody will put up the capital—has lived on and has been instrumental in rationalizing or legitimizing, in all parts of the country, a resort to government as a financier of last resort. The myth of market failure—market failure as a fundamental characteristic of Canadian business history—has been repeated and repeated to the point where it has been taken virtually as a distinct characteristic of our economy, and thus the need for the state to step in."

Government involvement as a provider of finance for Canadian business dates back to the 1870s and municipal bonusing, Dr Bliss outlined. "It escalated tremendously in the 1960s with the belief that geography really doesn't matter and that regional handicaps and disparities can be overcome if you throw enough money out there, and that, as [financial historian EP] Neufeld points out, virtually all forms of government involvement in the financing of Canadian business are aimed at providing taxpayers' money to clients whom an efficient and supple private financial sector does not find credit worthy.

"In this light, Dr Bliss declared, "it is not at all surprising that we have a long and sorry history in Canada, at both the national and provincial levels, of Frobisher-like failure and waste as a result of attempts to force the pace of development, bail out failing enterprises, and/or cater to the interests of entrepreneurs whose schemes are too unsound for prudent financiers to touch."

In the "history of spectacular failures," Dr Bliss cited Churchill Forest Industries, Bricklin, Maislin Trucking, the Massey bail-outs, heavy water and stereo plants in Nova Scotia, flyer industries, aircraft companies ... "I'm told you have one or two of these in Alberta."

The myth of private sector failure has been used in the financial sector to justify substantial transfers by politicians through the tax system of Canadians' money into unsound ventures, Dr Bliss said. "What has happened in finance is only a case study of the more general evolution of government in Canada, expanding into one area after another of our economic and social life to right perceived wrongs and injustices alleged to stem from the shortcomings of the marketplace (out here one can think of Petro-Canada and the petroleum marketplace)."



Michael Bliss spoke on "Financing Opportunities in Canadian Business: A Historical Perspective."

In reflecting on what has transpired, Dr Bliss said he has begun to realize that "the problem we need to understand lies less in the shortcomings of the markets themselves than it does in the political culture that decides to supercede, distort, and subvert them." He indicated that his studies for the next few years would pertain to the Canadian political, rather than the business system.

Help for students with study problems

A number of academic skills workshops are being offered through Student Counselling Services every Thursday and Saturday until the end of March. Persons who know of any students who would benefit from study skills, memory, note-taking, exam writing or term paper organization workshops are invited to call 492-5205. There is a \$10 fee for the workshops and enrollments are limited.

Schism within feminist movement on issue of prostitution, U of C scholar says

Prostitution poses a dilemma for the feminist movement, says University of Calgary Professor Janice Dickin-McGinnis, of the Department of General Studies. And there's no doubt a schism exists within the movement over the issue.

"How do we bring them [prostitutes] in without asking them to be different? On the other hand we have women who call themselves 'real women'. How do we bring them in without asking them to be different?" she said during her talk 31 January entitled, "Feminism and Prostitution: If Mary Wollstonecraft Were on the Supreme Court of Canada."

Addressing the conference held to celebrate the bicentenary of Mary Wollstonecraft's *A Vindication of the Rights of Woman*, Dr Dickin-McGinnis wondered whether it was productive for feminists to assert that they're the true feminists, and that when others started thinking like them, then they too would be feminists. "I don't think that's a reasonable approach ... and we can't ask everyone to march to our little tune."

Dr Dickin-McGinnis, who earned a law degree and is director of the Law and Society Program at U of C, was critical of the Supreme Court of Canada's 1990 decision on prostitution. "I'm not suggesting that prostitution is a fun and easy trade, but I would suggest there are all sorts of ways to make it safer for people. Locking women up 'for their own good' is very problematic."

One source for the Court's majority decision was gleaned from the Ontario Advisory Council on the Status of Women. It was a really good example of where women's criticisms of prostitution have been used by the Supreme Court to come down against women," argued Dr Dickin-McGinnis.

Nor did the Legal Education and Action Fund (LEAF)—which has traditionally intervened in very important cases arguing for women's rights—ask for intervenor status in the case, Dr Dickin-McGinnis pointed out. And the two women on the Supreme Court did not write as strong a dissenting opinion as they could have.

Mary Wollstonecraft, an early advocate for women's rights, thought, and so later did many other suffragettes, that sexuality was a bad thing, largely imposed on women by men. She believed that prostitution undermined the chastity of women, explained Dr Dickin-McGinnis. Two hundred years later, there is another body of literature emerging, including books such as *A Vindication of the Rights of Whores and Good girls/bad girls: sex trade workers and feminists face to face*. That literature is arguing strongly for prostitutes' rights.

More help for stutterers

Sun Microsystems donates workstation

Einer Boberg, executive director of the Institute for Stuttering Treatment and Research, says being around people who have just completed ISTAR's treatment program is like opening a bottle of champagne. "They bubble all over," he said at a reception marking the donation of a SUN Workstation to the Institute, a much-needed gift in light of another

comment by Dr Boberg, that being that many of the stutterers treated have "an incredible tendency to relapse."

The SUN Workstation, donated by Sun Microsystems, will hasten the development of a device which will help stutterers maintain speech control in the post-treatment environment. The research is abetted by a grant from

the Technology Transfer Program of the Alberta Heritage Foundation for Medical Research and the cooperation of speech scientists from Gradient Technology Inc in New Jersey, and linguists at the University of Alberta.

Gradient Technology donated a desklab (speech recognition unit) that ISTAR is adapting to recognize stuttering events. ISTAR, Dr Boberg explains, will input data from its clients and Gradient Technology will access it via a modem and analyze it (in New Jersey). "They [Gradient Technology] will basically be running the system here from there," Dr Boberg says.

The workstation, valued at \$15,000, was turned over by Ivan Holloway, district manager of Sun Microsystems, who said the firm gets a steady stream of requests for donations.

ISTAR treats about 65 clients per year, clients of all ages and with all degrees of severity. The treatment method teaches stutterers to prolong vowels, pronounce consonants softly, ease smoothly into phrases, and maintain continuous airflow. Speech is initially slowed to about 60 syllables a minute and built up to a normal 200 syllables a minute by the end of the clinic. ISTAR offers three-week intensive clinics, refresher clinics, and individual and small group sessions.

Wolfgang Seix, a speech scientist with Gradient Technology Inc in New Jersey, breaks in the SUN Workstation with the assistance of ISTAR Executive Director Einer Boberg (left) and Ivan Holloway of Sun Microsystems.



ACCOUNTING

21 February, 2 pm

Jean-François Larocque, "Modelling the Development and Nature of Judgmental Expertise in Public Accounting." B-05 Business Building.

ANTHROPOLOGY

28 February, 3 pm

Mohammed Zaman, Department of Anthropology, University of Lethbridge, "Ethnography of Disasters: Making Sense of Flood and Erosion in Bangladesh." 14-6 Tory Building.

APPLIED MATHEMATICS INSTITUTE

21 February, 3 pm

Graham Gladwell, "Inverse Problems for Multi-Dimensional Vibrating Systems." 357 CAB.

25 February, 3:30 pm

Veronique Hussin, Centres de Recherches Mathematique, University of Montreal, "Some Aspects of the Contraction Process SU(1,1) to Poincare." 657 CAB.

BOTANY

5 March, 4 pm

B Crandall-Stotler, Southern Illinois University at Carbondale, "On Meristems, Morphology, and the Evolutionary History of Cryptogam." M-149 Biological Sciences Centre.

CANADIAN AUTHORS ASSOCIATION

28 February, 8 pm

Mary Dawe will interview Alec Mair. \$2 nonmembers. Faculty Lounge, 10th Floor, Education Building.

CANADIAN FUTURES RESEARCH INSTITUTE

5 March, 7:15 pm

Mel Hurtig, Michael Percy and Bruce Wilkinson. Topics include "Will Global Competition Lead to Canadian Prosperity?" and "Is Sustainable Development Possible?" Edmonton Room, Edmonton Public Library, Churchill Square.

CANADIAN INSTITUTE OF UKRAINIAN STUDIES

5 March, 3 pm

The Peter Jacyk Centre for Ukrainian Historical Research. Frank Sysyn, "The Religious Element in the Khmelnytsky Uprising." 352 Athabasca Hall.

CENTRE FOR RESEARCH IN CHILD DEVELOPMENT

21 February, 1 pm

Harold Stevenson, Professor of Psychology, University of Michigan, "Learning in the Classroom: Why Asian Teachers Are So Effective." CW-410 Biological Sciences Centre.

CHEMICAL ENGINEERING

5 March, 3:30 pm

H Zhou, "Expert System Approach for Conservation and Air Quality Control in HVAC Processes." 342 Chemical-Mineral Engineering Building.

CHEMISTRY

21 February, 4 pm

Teddy Traylor, "Catalytic Heme Proteins: Mechanisms of Reaction of Peroxidases and Cytochrome P450 with Oxidants." V-107 V-Wing.

24 February, 11 am

Teddy Traylor, "Biomimetic Catalysts for Expoxidation and Hydroxylation: Synthetic and Mechanistic Studies." V-107 V-Wing.

CLOTHING AND TEXTILES

5 March, 1 pm

Marlene Cox-Bishop, "Indigo Blues." 131 Home Economics Building.

COMPUTING SCIENCE

28 February, 10 am

Scott D Goodwin, University of Regina, "Interpolating Definite Integral Information." 628 General Services Building.

TALKS



28 February, 11 am

Andrea Lobo, University of Delaware, "A Distributed, Cooperative, Knowledge-Based Approach to Congestion Avoidance in High Speed Networks." 619 General Services Building.

EDMONTON MYCOLOGICAL CLUB

4 March, 7:30 pm

Lynne Sigler, "Fungi From Feet, Fingernails and Flesh." 2-27 Medical Sciences Building.

ENGLISH

3 March, 3:30 pm

Literary Theory Series. Karl Kao, "Western Theories and Chinese Literature." 5-20 Humanities Centre.

4 March, 4 pm

Research Seminars in Early Modern Women. Jill Oakes, "A Comparison of 19th-Century Inuit and European Fashions: Did Inuit Seamstresses Influence European Clothes?" 6-40 Humanities Centre.

5 March, 3:30 pm

1992 FM Salter Lectures on Language. Rudy Wiebe, "The Discovery of Deserts, Giants, and Sewers." L-1 Humanities Centre.

ENTOMOLOGY

27 February, 4 pm

Chris C Wilson, Department of Zoology, University of Guelph, "Teasing Apart a Species Complex: Daphnia Down Under." TBW-1 Tory Breezeway.

FAMILY STUDIES

2 March, 9 am

Wonita Janzen, "Women and the Family Farm: Involvement in Farm Ownership, Management and Work." 3-57 Assiniboia Hall.

FOREST SCIENCE

4 March, noon

TTS Conlin, "Does Aerenchyma Occur in Conifer Roots in Response to Flooding?" 849 General Services Building.

GENETICS

24 February, noon

Marnie Halpern, Institute of Neuroscience, University of Oregon, "Pattern and Induction in the Zebrafish Embryo." M-149 Biological Sciences Centre.

GEOGRAPHY

6 March, 3 pm

Martin Magne, Archaeological Survey, Provincial Museum of Alberta, "Multivariate Analysis of Rock Art: Writing-on-Stone Provincial Park." 3-36 Tory Building.

HISTORY

21 February, 3 pm

David Cannadine, Columbia University, "Winston Churchill as Aristocratic Adventurer." 2-58 Tory Building. Cosponsored by Arts, Sociology and English.

HUMAN ECOLOGY—ISSUES IN THE NORTH

3 March, 2:30 pm

John Nishi, "Reindeer on the Belcher Islands: A Case Study in Northern Wildlife Management." L-2 Humanities Centre.

INSTITUTE OF GEOPHYSICS, METEOROLOGY AND SPACE SCIENCE

2 March, 7:30 pm

Jean-Pierre Blanchet, Physics Department, Université du Québec à Montréal, "Physically Based Climate Modelling in Canada." 3-36 Tory Building.

INTERDISCIPLINARY LECTURE SERIES IN CULTURAL STUDIES

2 March, 4:30 pm

Don Bruce, "Discourse Analysis: Principles and Applications." L-3 Humanities Centre.

JOINT-CLINICAL ETHICS SEMINAR

25 February, 12:30 pm

Vincent G Bain, Linda M Buzzell and Norman Roth, "Transplantation in Adults: Ethical Dilemmas and Quality of Life." 2F1.04 Mackenzie Health Sciences Centre.

LAW

22 February, 9:30 am

Saturday Morning at the Law School—"Buying a Home." Information: 492-3115. Law Centre.

5 March, noon

Harry Glasbeek, "Law as a Site for Progressive Politics." 231 Law Centre.

6 March, noon

Harry Glasbeek, "The New Fordism: Labour and Corporate Law." Faculty Lounge, Law Centre.

LIMNOLOGY AND FISHERIES DISCUSSION GROUP

5 March, 12:30 pm

Roxanne Marino, Cornell University, "Metabolism of the Hudson River—The Influence of Land Use." M-149 Biological Sciences Centre.

NORTHERN BIOLOGY SEMINAR SERIES

6 March, noon

Al Shostak, "Trematode Parasitism in the Boreal Forest." G-116 Biological Sciences Centre.

NURSING GRADUATE STUDENTS' ASSOCIATION

2 March, noon

Allan Tupper, "Effects of Constitutional Change on Health Care." 2-115 Clinical Sciences Building.

PHYSICS

21 February, 2 pm

M Razavy, "A History of the Quantum Mechanics of Dissipative Systems." V-121 V-Wing.

PLANT SCIENCE

3 March, 12:30 pm

Ravindra Chibbar, Plant Biotechnology Institute, Saskatoon, "Genetic Transformation of Wheat and Barley Using a Particle Gun." 1-06 Agriculture-Forestry Centre.

5 March, 12:30 pm

Bruce Molizan, "Mycoparasites and Biocontrol." 1-06 Agriculture-Forestry Centre.

POPULATION RESEARCH LABORATORY

2 March, noon

Karol Krotki, "Issues in the Environment: A (Not So) New Linchpin Between Demography and Other Sciences." 5-15 Tory Building.

3 March, noon

Les Kennedy, "What Makes Police Forces Grow? A Sociodemographic Interpretation." 5-15 Tory Building.

4 March, 3:30 pm

Eveylne Lapierre-Adamcyk, Department of Demography, University of Montreal, "Research on the Family and Family Policy in Canada." TBW-2 Tory Breezeway.

5 March, noon

Susan McDaniel, "Gender and Caring in Older Canadian Families: Findings from the 1990 General Social Survey." 5-15 Tory Building.

6 March, noon

P Krishnan, "Mortality Modeling with Other Statistics." 5-15 Tory Building.

RURAL ECONOMY

25 February, 3:15 pm

Vicki McTaggart, chief, Consumer Analysis Section, Food Industry Development Division, Agriculture Canada, "Consumer Food Trends for the 1990s." 519 General Services Building.

SLAVIC AND EAST EUROPEAN STUDIES

2 March, 3 pm

Andrei G Bochkarev, Stuart Ramsay Tompkins Visiting Professor of Russian History, "The Current Situation in the Former Soviet Union." 141 Arts Building.

SOIL SCIENCE

27 February, 12:30 pm

Tim Martin, "Computer-Aided Instruction in Principle and Practice." 2-36 Earth Sciences Building.

5 March, 12:30 pm

Regi Mathew, "Polyphosphate and Orthophosphate: Influence on the Sorption-Desorption Reaction of Cu and its Uptake by Wheat." 2-36 Earth Sciences Building.

STATISTICS AND APPLIED PROBABILITY

24 February, 2 pm

Augustine Wong, University of Waterloo, "From Observed Likelihood to Significance." 273 CAB.

UNIVERSITY TEACHING SERVICES

2 March, 3 pm

Eric Higgs, "Talking Past One Another." 369 CAB.

3 March, 9:30 am

Hugh C Phillips, "Teaching By Design." TBW-2 Tory Breezeway.

4 March, 3 pm

Don Spady and William C Taylor, "An Approach to Problem-Based Learning." TBW-1 Tory Breezeway.

5 March, 2 pm

Brenda Barrett, Counselling, Grant MacEwan Community College, "Take Care of You." 349 CAB.

WOMEN'S LAW FORUM


6 March, 7 pm

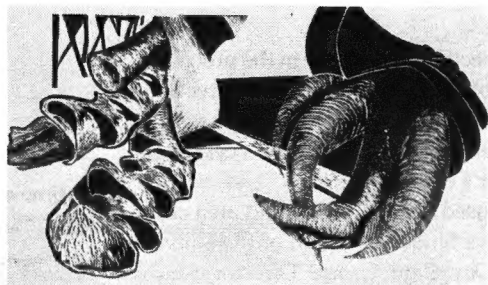
Judy Fudge, professor of law, Osgoode Hall; Susan Jackel, and Ronnie Leah, professor of sociology, University of Lethbridge, "Law, Society and Feminism: What Feminism Has to Say to Law." Tickets are \$5 for students and can be reserved by calling the Faculty of Law, 492-4784.

ZOOLOGY

21 February, 3:30 pm

Gregory K Snyder, Department of EPO Biology, University of Colorado, "Evolutionary Development of the Microvascular System in the Vertebrate Central Nervous System." M-149 Biological Sciences Centre.

 This symbol denotes environmentally related seminars/events. If you wish to have an environmentally related event listed in this way, please contact: The Environmental Research and Studies Centre, 492-6659.



A TURN FOR THE BETTER

There's no getting around it; *Folio* (7 February, page 6) printed Michelle Lavoie's collograph, entitled "Yoke", upside down.

Folio apologizes to Lavoie and shows "Yoke" the way it should have been shown in the earlier issue.

EVENTS

EXHIBITIONS

CLOTHING AND TEXTILES

Until 30 April

"What is Textile Conservation?" This exhibit explains the concerns and work of textile conservators using examples of textile treatments from the lab of Conservation Services. Basement, Home Economics Building. Hours: Monday to Friday, 8 am to 5 pm.

FAB GALLERY

Until 8 March

"MDF Lite"—an exhibit by Industrial Design Program students of experimental furniture design using medium density fibreboard. Gallery hours: Tuesday to Friday, 10 am to 5 pm; Sunday, 2 to 5 pm; Saturday, Monday and statutory holidays, closed. 1-1 Fine Arts Building.

MCMULLEN GALLERY

Until 28 March

"Wooden Women and Other Survivors"—an exhibition of artifacts from South Asia selected by Yuri Drohomirecki from his own collection. Gallery hours: Monday to Friday, 10 am to 4 pm; Saturday and Sunday, 1 to 4 pm (subject to availability of volunteers). Information: 492-8428, 492-4211. Walter C MacKenzie Health Sciences Centre.

MUSIC

EDMONTON CHAMBER MUSIC SOCIETY

26 February, 8 pm

Amsterdam Schoenberg Ensemble.

4 March, 8 pm

Jordi Savall and Ton Koopman. Tickets for both concerts available at The Gramophone, 10020 101A Street, or at the door. Information: 433-4532. Myer Horowitz Theatre.

SPORTS

BASKETBALL

21 and 22 February, 6:30 pm

Pandas vs British Columbia

21 and 22 February, 8:15 pm

Bears vs British Columbia

HOCKEY

21 and 22 February, 7:30 pm

Bears vs Regina

POSITIONS



The University of Alberta is committed to the principle of equity in employment. The University encourages applications from aboriginal persons, disabled persons, members of visible minorities and women.

ACADEMIC

CHAIR, DEPARTMENT OF MINING, METALLURGICAL AND PETROLEUM ENGINEERING

Applications and nominations are invited for the position of Chair of the Department of Mining, Metallurgical and Petroleum Engineering. The appointment is tenure track and will be for a four-year term at the Associate or Full Professor level and is renewable. We are seeking a dynamic candidate who will provide effective leadership to enhance the important role the department plays in providing highly trained personnel and new technology for the resource-based industries.

Candidates should be capable of establishing a strong research program in either mining or petroleum engineering and possess a demonstrated ability as an effective teacher. Relevant industrial and administrative experience will be an asset. The appointment will commence on 1 July 1992 or at a mutually agreeable date.

Nominations and applications should preferably be accompanied by a detailed curriculum vitae and the names of three referees and should be submitted by 30 April 1992.

The 1992-92 maximum for the Associate rank is \$70,331; the minimum for the Full Professor rank is \$60,083.

Please address correspondence to: Dr FD Otto, Dean, Faculty of Engineering, University of Alberta, 5-1 Mechanical Engineering Building, Edmonton, Alberta T6G 2G8.

DIRECTOR OF ADVANCEMENT SERVICES

Position: The Director of Advancement Services is responsible for information management and administrative services for the Offices of Advancement Services, Alumni Affairs, Development, and Public Affairs, as well as providing alumni and fundraising information services to Faculties, Departments, and other University units. Along with the Directors of Alumni Affairs, Development, and Public Affairs, the Director of Advancement Services reports to the Vice-President (Development and Community Affairs). Salary is under review.

Qualifications: The Director of Advancement Services must hold a bachelor's degree from an accredited university and must have a minimum of five years' professional experience in fundraising, operations management, information management, or related areas. Candidates must possess excellent written and oral communication skills, have strong interpersonal and organizational abilities, understand principles of information management and systems, demonstrate a high energy level, attention to detail, and capacity for leadership and teamwork.

Application Procedures: Applicants are asked to submit a résumé accompanied by a statement which explains their interest in the Director of Advancement Services position. Review of applications will begin on 16 March 1992 and continue until the position is filled. Please send application and materials to: John S McConnell, Vice-President (Development and Community Affairs), University of Alberta, 450 Athabasca Hall, Edmonton, Alberta T6G 2E8.

DIRECTOR OF DEVELOPMENT

Position: The Director of Development is responsible for planning, implementing, and evaluating fundraising programs to increase private gifts to the University of Alberta. Programs include those conducted by the Development Office and those which Faculties, Departments, and other University units design and implement. Along with the Directors of Advancement Services, Alumni Affairs, and Public Affairs, the Director of Development reports to the Vice-President (Development and Community Affairs). Salary is under review.

Qualifications: The Director of Development must hold at least a bachelor's degree from an accredited university and have a minimum of seven years' experience in fundraising or related area (e.g., alumni affairs, public affairs) for a university, college, or other not-for-profit organization. Candidates must possess excellent written and oral communication skills, have strong interpersonal and organizational abilities, and exhibit a high energy level, attention to detail, and capacity for leadership and teamwork.

Application Procedures: Applicants are asked to submit a résumé accompanied by a statement which explains their interest in the Director of Development position. Review of applications will begin on 16 March 1992 and will continue until the position is filled. Please send application and materials to: John S McConnell, Vice-President (Development and Community Affairs), University of Alberta, 450 Athabasca Hall, Edmonton, Alberta T6G 2E8.

SUPPORT STAFF

To obtain further information on the following positions, please contact Personnel Services and Staff Relations, 2-40 Assiniboia Hall, telephone 492-5201. Due to publication lead time and the fact that positions are filled on an ongoing basis, these vacancies cannot be guaranteed beyond 14 February 1992. For a more up-to-date listing, please consult the weekly Employment Opportunities Bulletin and/or the postings in PSSR. Positions available as of 14 February 1992.

The salary rates for the following positions reflect adjustments in accordance with the terms for the implementation of the Pay Equity Program.

CLERK TYPIST (GRADE 5) (Term to 30 September 1992), Provincial Laboratory, (\$1,855 - \$2,298)

CLERK TYPIST (Grade 5), Physical Plant (Parking Operations), (\$1,855 - \$2,298)

CLERK TYPIST (Grade 5), Health Sciences

Laboratory Animal Services, (\$1,855 - \$2,298)

SECRETARY (Grade 5), Ophthalmology, (\$1,855 - \$2,298)

The following positions retain salary rates in accordance with the previous classification system and pay plan.

MEDICAL STENO (Trust/Part-time), Medicine, (\$872 - \$1,115) (prorated)

LIBRARY ASSISTANT II (RESOURCE ROOM COORDINATOR) (Trust/1 Year Term), Alberta Centre for Well-Being, (\$1,808 - \$2,324)

LABORATORY ASSISTANT III (Part-time/Trust), Dermatology, (\$10.32 - \$12.96/hour)

TECHNICIAN I (Trust), Medicine, (\$1,808 - \$2,324)

BIOCHEMISTRY TECHNOLOGIST I (Trust), Pharmacology, (\$2,230 - \$2,876)

Research on impaired driving: call for proposals

The Department of Sociology invites submission of proposals to carry out research studies in the area of any aspect of impaired driving. Interest on an endowment made by REID (Research and Education on Impaired Driving) and matched by the provincial government will be used to fund the successful research proposal in the amount of \$7,000. The award will be refereed by a panel of five (three from the University of Alberta and two from the contributing organization). The competition is open to any member of the University community who is conducting research relating to impaired driving.

Proposals should be forwarded to: RA Silverman, Chair, Department of Sociology, University of Alberta, 5-21 Henry Marshall Tory Building. The competition closes 28 February 1992.

Faculty of Education hosting student teaching conference

The Faculty of Education will host the Western Canadian Association for Student Teaching Conference—"Crossroads and Horizons"—at the Westin Hotel in Edmonton.

The conference, which will take place 26 to 29 February, will be attended by teacher educators, cooperating teachers, student teachers, faculty consultants, graduate students, school district personnel, teacher associations, and representatives of other groups involved in teacher education.

More than 40 sessions will provide opportunities for conference participants to reflect on past experiences and to explore new possibilities in teacher education. Kenneth Zeichner from the University of Wisconsin will be the keynote speaker.

For further information on "Crossroads and Horizons," contact Dr Andrea Borys, Conference Chair, at 492-2218 (fax: 492-0236).

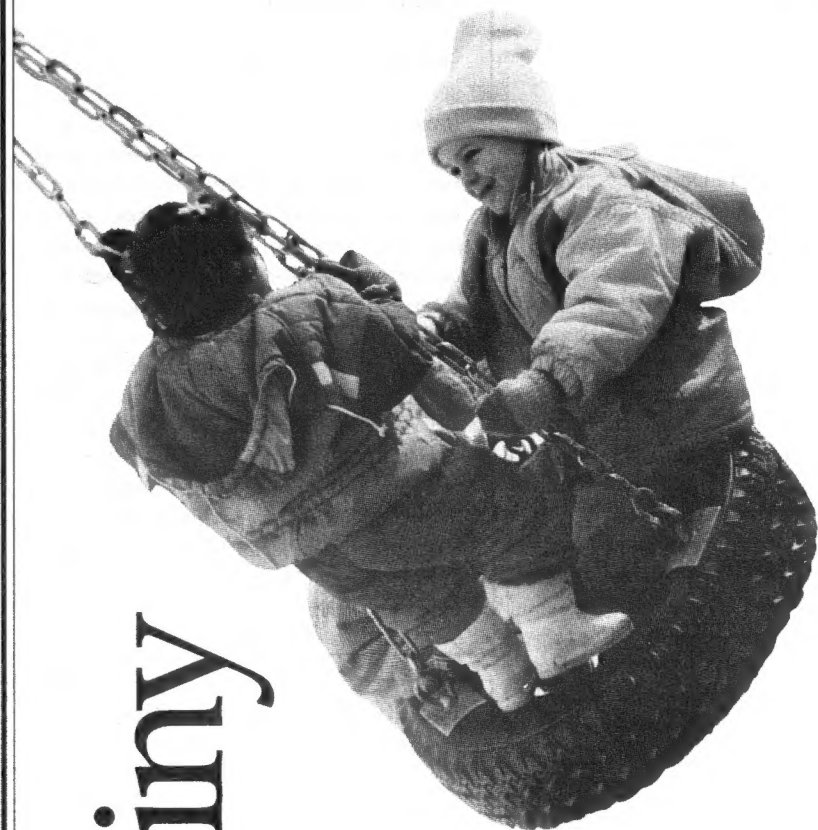


Toshikazu Kato, Consul-General of Japan, made the presentation on behalf of the Japan Foundation to Patricia Clements, Dean of Arts.

Japan Foundation keeps books coming

The Japan Foundation's generosity to the Department of East Asian Languages and Literatures continued on 4 February. At a ceremony in the Senate Chamber, Arts Building, the Foundation turned over a multi-volume set of the history of Meiji and Taisho literature; Japanese language textbooks, slides, audio tapes and dictionaries; books on Japanese language and linguistics; catalogues on Japanese books and authors; and catalogues on old documents. The total value of the collection is \$8,970.

Since the start of these annual presentations in 1979, the Department of East Asian Languages and Literatures has acquired some \$40,000 worth of books from the Japan Foundation.



Council on Student Life will make recommendations

A single parent recently told the Council on Student Life's Committee Reviewing Child Care Provisions she was only registered in day classes, in part, because of budgetary considerations. After careful budgeting, she found out that a required course, originally scheduled during the day, had been cancelled and was now only being offered in the evening. She didn't budget for evening child care in her student loans.

Another graduate student who teaches and who will soon be giving birth explained her situation. "She wants to nurse her child for a substantial period of time and there simply aren't any infant day care spaces available [on-campus]," says the COSL Committee Chair Genevieve Johnson.

"If she wants to nurse, it will mean an incredible amount of juggling of time, and racing back to a hungry baby. She just wants some place on campus where she could leave her new-born infant."

When she gave birth to a first child a few years ago, says Dr Johnson, that student had to deal with people who believed that if she chose to have a child, then she was not serious about her academic career. One degree and eight years later, people are telling her how wonderful it is for her to have another child, "but don't [you] dare miss any assignments, any classes or expect any special privileges."

"We hear these sad stories one after another," says Dr Johnson, whose committee has been holding hearings and receiving submissions on child care. The committee, formed by the Dean of Student Services in part as a response to increasingly vocal complaints from students over the last few years concerning child care, is expected to come up with concrete recommendations sometime this fall.

There has also been an absence of hard data on just how many students have children, who requires child care, who may be satisfied with existing services and who would possibly use child care services if they were available through the University. So the committee's mandate is also to determine just what is currently available.

The Non-Academic Staff Association is also planning to survey its membership to determine how many people require child care services and what their needs are. According to NASA Vice-President Kevan Warner, the Association will be developing a position paper on the issue in March.

Meanwhile, the Women's Issues Committee of the Association of Academic Staff: University of Alberta has struck a sub-committee to examine child care issues. There was a sense that people were concerned about child care issues at a forum held about one year ago, says subcommittee chair Lea Starr, whose

group recently held its initial meeting and is now in the process of gathering data to determine potential needs. "Our objective is to move this on to the University's agenda."

All three groups have agreed that it is in everyone's best interest not to duplicate one another's efforts.

All the attention being focused on University and area child care services can only help, says Students' Union of the University of Alberta Community Day Care Centre Director Sandy Macdonald. In the past few years, the day care [often referred to as HUB Day Care] has experienced an increase in demand for its services.

"There has been an increase in the number of families needing day care," says Macdonald. She says that's because parents are returning to school to upgrade their skills, more single parent students require child care and people are increasingly asking for part-time child care. Moreover, there have been more requests from academic and nonacademic parents for child care at the centre, says Macdonald, pointing out that two of the big attractions of the HUB operation are that it is close and provides good quality care.

Michener Park Day Care—one of the few nonprofit centres in the city that offers infant care—has seen the number of children it cares for remain relatively stable over the last five years. However, the percentage of student families using the Centre has decreased. According to its submission to the COSL task force, this can be attributed directly to the cost of care.

"In spite of this, in September of this year there were 16 student families on our list for whom we had no space. Twelve of these had children under 19 months of age. Although the fees set by the board of directors are the minimum needed to meet expenses, we recognize that it is difficult for most students to afford the \$225 to \$260 per month that they are currently responsible for, assuming that they qualify for maximum government subsidy. A very real concern is the government's continued reduction in operating allowances."

Leafing through a long waiting list of approximately 40 families requiring infant care, Michener Park Day Care Director Sheila Lindores, who is also a member of the COSL task force, points out that her day care has only 21 infant care spaces. "I could fill those spaces twice over," she says, noting that the issue of infant care is a growing problem.

Macdonald says because of the reductions in government funding, the Students' Union Day Care has had to devote more of its 64 spaces to full-fee places. "We could fill the Centre with students, but if we did that, that would mean we would always be running a deficit," she says, noting that the one of the most important issues facing day care centres is funding.

Dr Johnson, a postdoctoral fellow in the Department of Educational Psychology who earned three degrees here at the University and gave birth to three children during those years, knows from experience the kinds of financial and emotional strains student-parents have to endure. She says many students whose spouses work are able to handle the \$500 to \$600 per month to have a child in day care, but, clearly, single mothers are not in the same position.



Playtime at Students' Union Day Care



Both Dr Johnson and Warner see child care issues in broad terms. For example, Dr Johnson says it will be important to determine whether student-parents take longer to complete their degrees, and is that really in the best interests of the University? Is their level of indebtedness higher than that of other students? And if the University is truly serious about encouraging young women to pursue graduate degrees, does it have some obligation to provide support services such as child care for young parents?

Warner points out that the University has a direct interest in making sure its employees are happy and productive. Parents with children in good quality child care will undoubtedly be happier employees.

On the recruitment issue, Dr Johnson, who suspects the ranks of parents contain more graduate students than undergraduates, says if the University is going to be competing for good graduate students, then one way of doing that is by providing good quality child care facilities. She points out that out-of-province student-parents don't have the kind of support systems that in-province people do.

Warner says if the University is recognized as a good place to work, with a good milieu, then it is more likely to get the kind of people it wants.

The COSL task force commissioned the Population Research Laboratory to survey students' needs. That data is now being analyzed. And other postsecondary institutions across the country are being contacted to determine what kinds of provisions they are making for child care. Based on some preliminary information from these institutions, some are doing very little and others are taking rather radical approaches, says Dr Johnson.

Meanwhile, the task force is still soliciting comment. So far the response has been good, Dr Johnson says. Macdonald says the Students' Union Day Care will be presenting a brief on the issues sometime in April. It will likely focus on student needs, lack of spaces and funding.

Asked whether she sees a role for the University to play, Macdonald says "Yes, I do. I don't believe it's necessary to bring in any more centres, but we should look at the existing ones, examine the funding and try to create more spaces for students."

Dr Johnson adds that another particular problem has arisen. "Essentially, because of financial realities many students can't afford University child care. University child care is of such a high quality that it transcends the minimal standards which the government puts in place."

"Our day care centres, particularly Michener Park, don't see those minimum criteria as adequate, and therefore their ratios and standards are different. That makes it somewhat more expensive and thus puts it out of reach of poorer students," she explains. Lindores agrees. About a year ago, Michener Park rents increased. "Our fees had to go up at the same time," Lindores said, and that's tough on students who are on tight budgets.

"Winter? What winter?" Michener Park Day Care infants take their ease.

Buses will be back on 89 Avenue

Bus service will return to 89 Avenue, but not on the same scale as it was before the move to the Jubilee Auditorium parking lot to allow for construction of the LRT station on campus. The service will be one-way, west to east on the Avenue.

Responding to a question about the plans for bus service raised by Students' Union President Marc Dumouchel at a recent General Faculties Council Executive Committee meeting, President Paul Davenport said the service will not be quite as intense as before because of the addition of the LRT station.

The President said it may be possible that the University will find some money to do renovations in the area. Then, the University will review the issue again as the LRT proceeds south from campus. "There may come a day when student access comes mainly via the subway, and at that point we may have all the players on side to close it to buses."

The long-term goal of the University had at one time been to eliminate all bus traffic on 89 Avenue, Peter Tait, Executive Assistant to the Vice-President (Administration), told GFC Executive members.

"There was some resistance to this by students and others, so the compromise we've reached is a partial restoration of service," he explained. The LRT will be bringing people [to campus] from the East quadrant, Dr Tait said, noting that the future of funding for the LRT is still very much open to debate.

"If it [the LRT] proceeds southward, then I think the long-term goal will be to remove bus traffic from 89 Avenue," he said.

Planning Officer Tim Brockelsby told *Folio* last week that 89 Avenue will be almost certainly be reconstructed by the end of July and that buses would be back immediately thereafter. LRT service is expected to begin in August.

LRT service will reduce, albeit not substantially, the number of buses operating on 89 Avenue until the service reaches Southgate. Once the LRT reaches the Crawford Centre, it's likely three bus routes would be eliminated. The number of bus routes would be cut from the existing 19 to about 10 once the University and Southgate are linked by LRT. Other routes would likely be modified as well.

Mathematician awarded McCalla Research Professorship for 1991-92

Mathematics Professor Tony Lau has been awarded a McCalla Research Professorship for 1991-92.

Dr Lau's research has been critically acclaimed and his teaching abilities have been lauded by students and colleagues alike.

According to Dr Lau, abstract harmonic analysis has evolved over the past few decades on the basis of several theories: the classical theory of Fourier and integrals; the algebraic theory of groups and their representations; and the theory of topological spaces.

"The latter two subjects were combined to form the notion of a topological group," he

explained in his application for the McCalla Professorship. "In 1940, Haar and Weil showed that Fourier series and integrals are but special cases of a construct which can be produced on a wide class of topological groups, forming the basis of abstract harmonic analysis in the present day."

Dr Lau is using the year of research time that the McCalla Professorship affords to study problems in harmonic analysis on locally compact groups using powerful tools in operator algebras, representation theory and geometry of Banach space.

Drake, Smith and Syrotuik explain what defines leadership

Authoritarian models increasingly illegitimate, they say

Three teacher-coaches agree: a vertical, top-down model of leadership is on its way out. On its way in is a horizontal, or mutual-respect model, says Dan Syrotuik, who, along with Clare Drake and Murray Smith, conducted a University Teaching Services seminar on leadership 10 February.

Good leadership is, in part, a result of good followers, but that doesn't mean those followers have to be servile, said Drake, the former head coach of the Golden Bears hockey team. "Most young coaches start out using that vertical model," he said. "They're a lot more authoritarian, but perhaps in some cases they have to be that way."

"However, if you're smart and observant, eventually you slide into the horizontal mode," Drake said.

According to Dr Syrotuik (Athletics), who has studied the leadership styles of a number of coaches, this style of leadership doesn't take away authority from the coach or teacher. "The ultimate decision still rests with that authority," he said, and the players or students know that.

"Successful coaches, especially in football and hockey programs where they are dealing with large numbers of people, use this mutual respect model," he said. These coaches approach teaching and coaching with mutual respect.

Describing coaching as a "specialized form of teaching," Dr Syrotuik said he's determined there are consistent, common qualities of effective

leadership in sports. Good leaders are tolerant, have open attitudes, trust their colleagues and students, have charisma, a sense of humour and have tremendous enthusiasm for the tasks at hand.

Those characteristics can be applied to the teaching setting, Dr Syrotuik said. "Mutual respect between instructors and students fosters trust and an open and sharing environment." That trust, he said, allows teachers to objectively evaluate students' work and have students believe they've been fairly evaluated.

"Good coaches and leaders have an incredible amount of indirect power," said Dr Smith, Professor Emeritus, who taught and coached at the U of A for more than 30 years. And that indirect power, or influence, is an important component of a leader's power, he explained. That comes, in part, because students or athletes have a very clear understanding of what is expected of them.

Dr Smith said good coaches all draw upon five primary sources of power: a demonstrated knowledge; formal authority; control by rewards; control by punishment; and power derived from being perceived as a desirable model.

Drake said, "Coaching is a combination of intuitive art and factual science. I see the coach as an environmental developer, providing a fair, respectful, warm, empathetic, supportive and fun place to be. One of the toughest things for a coach is to select personnel. The people

CURRENTS

Effective Writing Resources' courses

In March, Effective Writing Resources will conduct the courses "Revising and Editing Your Thesis" and "Writing for University." The first consists of five two-hour classes and two hours of tutorial assistance; the second offers a choice of a 12-hour workshop (one six hour class per week, for two weeks) or 18-hour classes (one three-hour class per week, for six weeks). Visit or call Effective Writing Resources, 302B SUB, 492-2682, for complete details.

Student Appreciation Night at Clare Drake Arena

Tomorrow night's (22 February) hockey game has been designated Student Appreciation Night. All junior and senior high school students will be admitted free with proper ID.

The game—Golden Bears versus the University of Regina Cougars—starts at 7:30 in Clare Drake Arena.

Notice of service interruption

Due to office renovations, the University Cashier and the Fees Service Counter will close at noon Friday, 6 March, and reopen at 9 am Tuesday, 10 March. The Office of the Comptroller apologizes for any inconvenience.

Chair Selection Committee, Faculty of Science

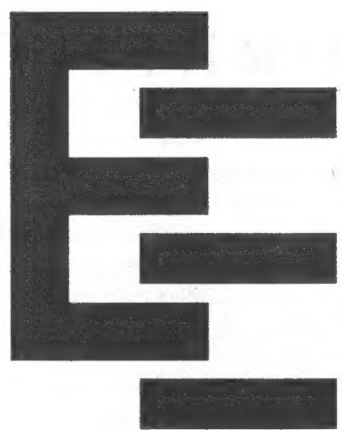
A Chair Selection Committee has been established to select a Chair for the Department of Botany. The committee is prepared to receive nominations from members of the University community; these should be addressed to Dr Robert J Crawford, Acting Dean of Science.



Clare Drake: "Coaching is a combination of intuitive art and factual science."

you select, through their beliefs and work ethics, are going to provide this environment."

Dr Smith pointed out that business, having seen coaches bring out the best in their athletes over the years, is moving towards a coaching model.



Employment Equity Census Results

President's Employment Equity Implementation Committee Releases Preliminary Results of Employment Equity Census

The University of Alberta became a signatory to the Federal Contractors Program in 1987. The Federal Contractors Program requires that employers in Canada having more than 100 employees and wishing to bid on goods and services in excess of \$200,000 must create and implement an employment equity plan to address the special needs of four designated groups (aboriginal people, persons with disabilities, members of visible minorities and women) which historically have been disadvantaged in employment in Canada.

The employment equity plan must be solidly based on data concerning the representation of designated group members within the employer's work force (the numbers of designated group members on staff and the positions they fill). The completed plan must include a system for tracking designated group members to determine how their numbers change over time and whether they are reasonably represented amongst those receiving training opportunities and promotions or unreasonably represented amongst staff being laid off or terminated. Without a tracking system of this sort it would be extremely difficult to determine whether current (as opposed to past) employment practices are equitable.

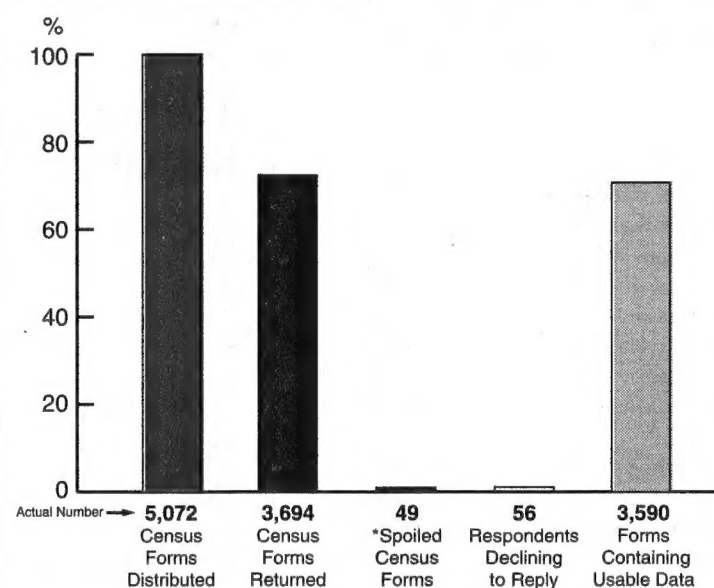
As a first step towards determining the representation of designated groups in the University of Alberta work force, Employment Equity Census forms (see sample) were distributed to all full and part-time continuing employees on October 7, 1991. Each form was marked with the employee number of the staff member to whom it was addressed and a return envelope addressed to the Office of Human Rights. This allowed for the **confidential but not anonymous** collection of data as required by the Federal Contractors Program. All responses to the census received by December 31, 1991 have now been entered into an employment equity database to which only the staff of the Office of Human Rights have access. See Figure 1 for data concerning participation in the Employment Equity Census.

THE PRESIDENT'S Employment Equity Implementation Committee will be sending a letter and another census form to all staff who have not yet returned a census form to the Office of Human Rights.

The purpose of the census was to gather data concerning the representation of designated groups within the University of Alberta's work force. Figure 2 shows the representation of designated groups amongst those who

Figure 1

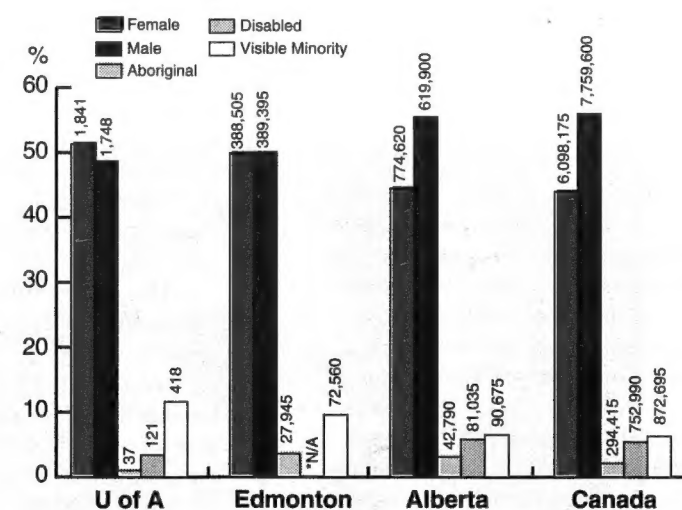
University of Alberta; Employment Equity Census Questionnaire Forms Distributed and Returned



* A spoiled form is defined as a returned form on which the person to whom it was addressed removed the employee number from the form, thereby destroying the usefulness of the information.

Figure 2

Distribution by Designated Group of University of Alberta Employees Who Participated in the 1991 Employment Equity Census Questionnaire Compared with the Labor Force (persons aged 15 years and over having worked in 1985 or 1986) For Canada, Alberta and Edmonton.



* Data on Disabled Persons in the Edmonton work force is not available however it should be noted that Disabled Persons represent a very small percentage of the total Edmonton work force.

provided usable data in the University of Alberta census. The comparative data on the Canada, Alberta and Edmonton work force are taken from 1986 Canadian census data.

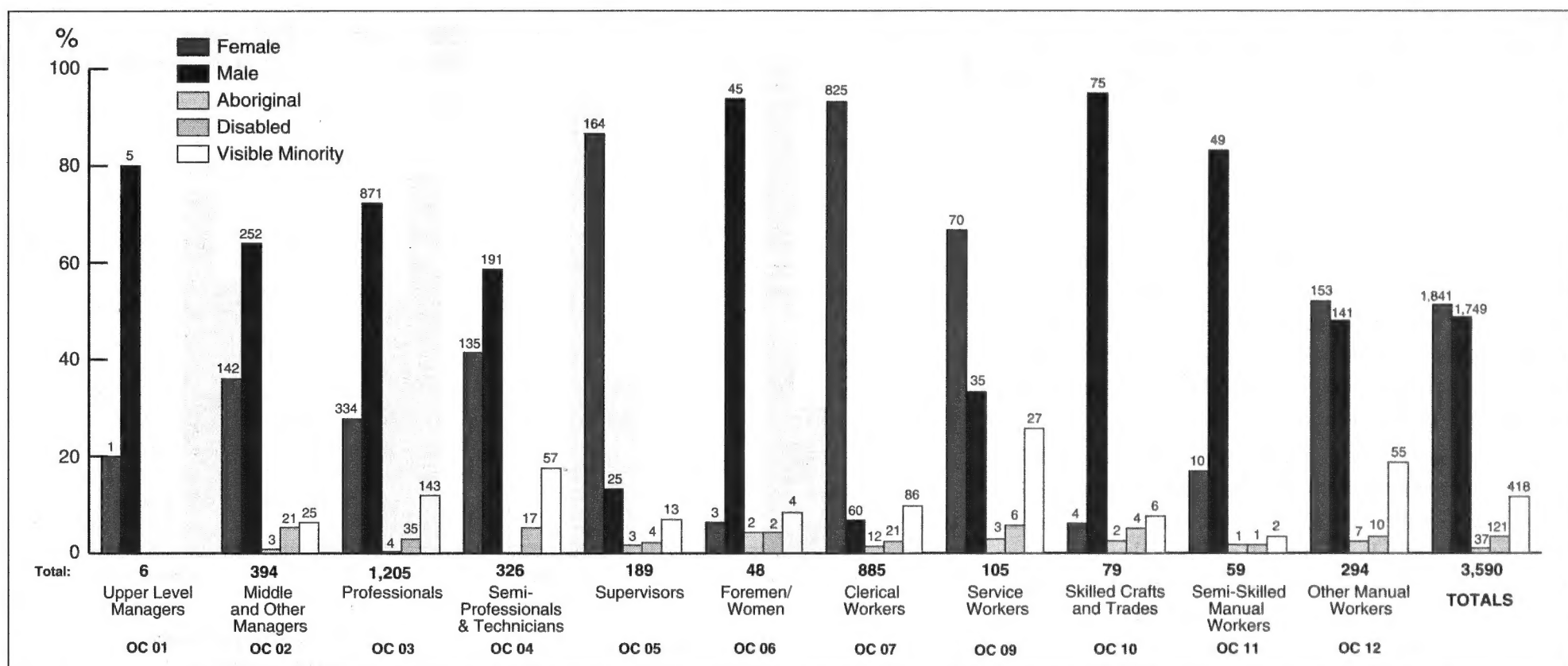


Figure 3
Percentage Distribution by Occupational Code of Designated Group Members who Participated in the 1991 University of Alberta Employment Equity Census Questionnaire.

IN ADDITION to knowing how many members of the designated groups are to be found in the University of Alberta's work force, it is important to know the kind of work they are hired to do. All continuing positions at the University were classified according to the Occupational Codes (OC's) or job titles used by Census Canada when preparing work force data from census responses. Figure 3 shows the distribution of designated group members in the various OC's amongst those who provided usable data in the University of Alberta's census.

The following chart lists the 12 Occupational Codes with a sample of the kinds of positions included in each. It may be useful in the interpretation of Figure 3.

- 01 - UPPER LEVEL MANAGERS**
(President, Vice-President)
- 02 - MIDDLE AND OTHER MANAGERS**
(Associate Vice-President, Dean, Assistant Chair, Director, APO, Chief Librarian, Librarian 5,6,7)
- 03 - PROFESSIONALS**
(Professor, Associate Professor, Assistant Professor, Lecturer, Counsellor, Librarian 1,2,3,4, FSO, Programmer Analyst)
- 04 - SEMI-PROFESSIONALS AND TECHNICIANS**
(Photographer, Dental Assistant, Technician/Technologist)
- 05 - SUPERVISORS**
(Administrative Assistant, Supervisor)
- 06 - FOREMEN/WOMEN**
(Building Superintendent, Maintenance Worker, Construction Supervisor)
- 07 - CLERICAL WORKERS**
(Library Assistant, Secretary, Clerk Typist, Clerk Steno, Data Entry Operator, Administrative Clerk)
- 09 - SERVICE WORKERS**
(Food Services Worker, Security Officer, Laboratory Assistant)
- 10 - SKILLED CRAFTS AND TRADES**
(Farm Technician, Pipefitter, Electrician, Carpenter, Glassblower, Machinist)
- 11 - SEMI-SKILLED MANUAL WORKERS**
(Storeman, Vehicle Operator, Animal Assistant)
- 12 - OTHER MANUAL WORKERS**
(Maintenance Worker, Building Service Worker)

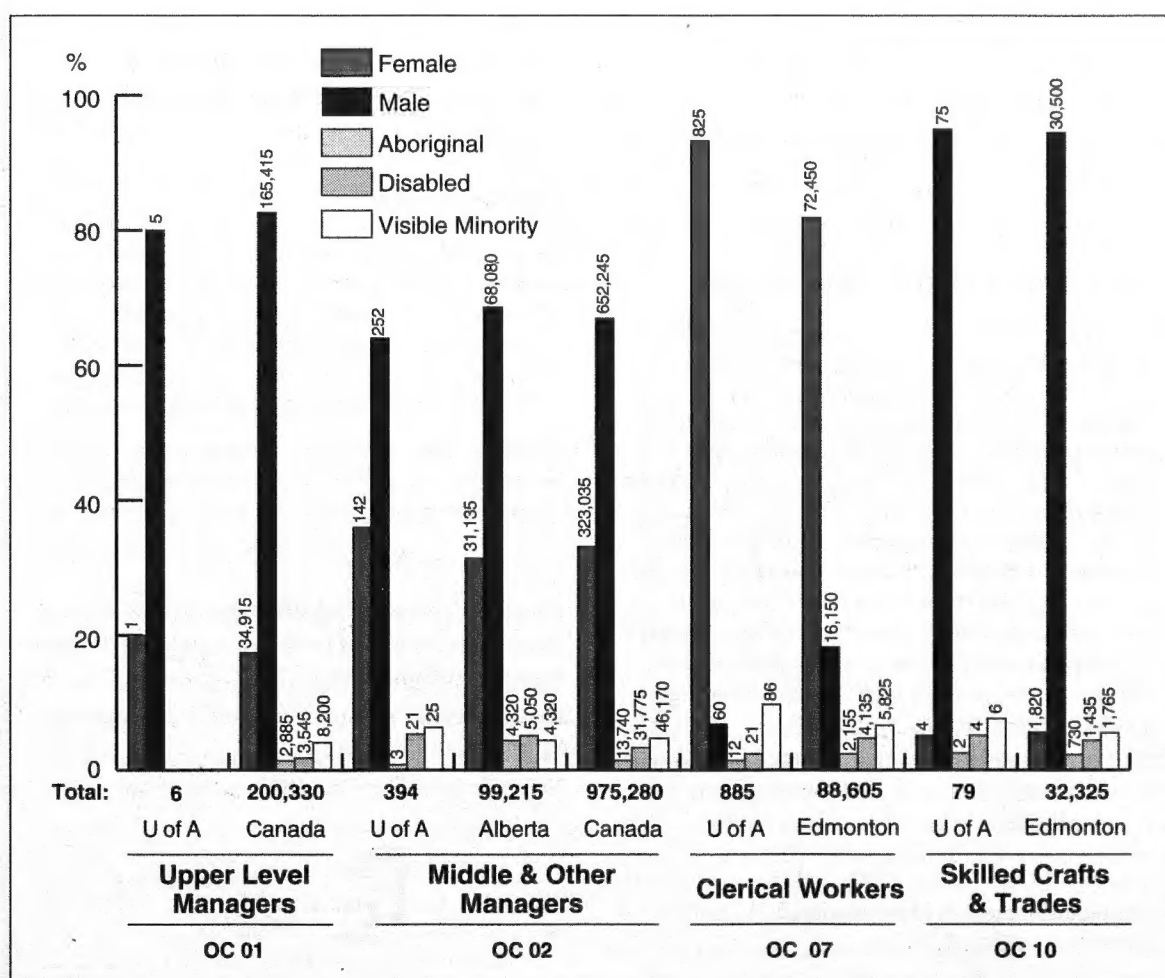


Figure 4
Distribution by Selected Occupational Codes of Designated Group Members who participated in the 1991 University of Alberta Employment Equity Census Questionnaire and Comparison with Census Canada Labor Force Data for the Appropriate Recruitment Region.

Figure 5

Distribution by Selected Occupations of Designated Group Members who Participated in the 1991 University of Alberta Employment Equity Census Questionnaire and Comparison with Census Canada National Labor Force Data.

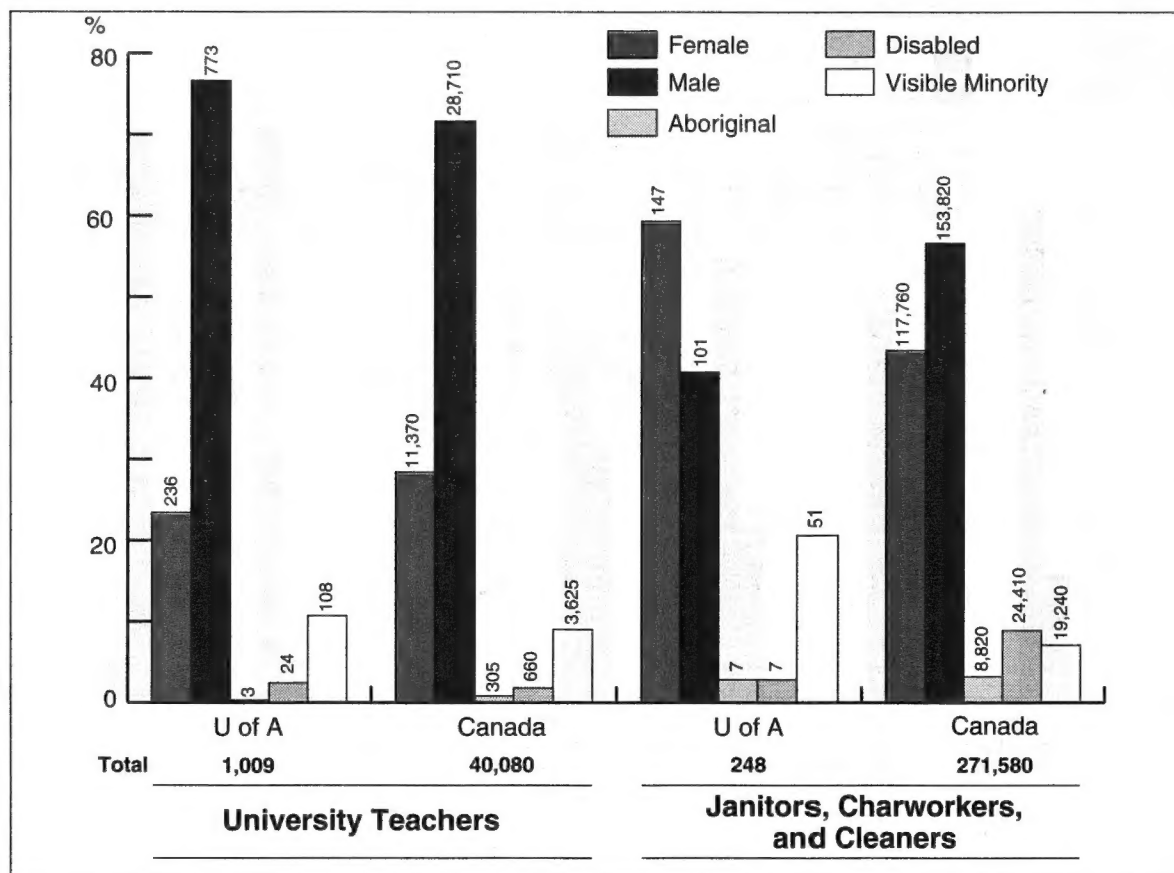
IT IS also possible to look at the distribution of designated group members within a specific occupation. Figure 5 does this for two selected occupations, University Teachers and Janitors/Charworkers/Cleaners. Unfortunately Census Canada does not provide Alberta or Edmonton work force data for specific occupations.

The data presented above for University teachers are indicative of some of the problems involved in using the Census Canada work force data. Not only is the data more than five years old, but Census Canada makes use of standard occupational codes in analyzing and reporting its data which do not necessarily accurately characterize the corresponding occupation as it is understood at the University of Alberta. For example, the definition used by Census Canada for university teachers is:

Standard Occupational Code: 2711 University Teachers

This unit group includes occupations concerned with teaching and research in the various disciplines of universities and degree-granting colleges. Activities include: teaching one or more subjects within a prescribed curriculum; preparing and delivering lectures to students; conducting seminars or laboratory sessions; preparing and administering examinations, and grading papers; directing research programs of graduate students; conducting research in a particular field of knowledge and publishing findings; assisting students with the conduct of scholarly, cultural and political clubs or societies; and teaching as required in an adult education or university extension program.

This definition includes people who are on temporary contracts (sessionals) and probably others who would not be qualified for professional positions at the University of Alberta because they lack the required level of qualifications. Moreover, while the University conscientiously attempts to recruit Canadian citizens and permanent residents for academic positions, there are certain disciplines which require international recruitment. For reasons such as these, it is apparent that the Census Canada data may well not reflect accurately the demographics of the pool from which the University of Alberta draws its academic staff. Consequently, the President's Employment Equity Implementation Committee will explore the possibility of obtaining more accurate data.



Office of Human Rights
University of Alberta

CONFIDENTIAL

Employment Equity Census Questionnaire

Please read the questions carefully and check the responses applicable to you.

Please complete the census and return it in the enclosed envelope by **October 16, 1991**.

Gender

1. Please indicate whether you are:

Female ☐ Male ☐

Aboriginal Peoples

Aboriginal peoples are persons in Canada who identify themselves to be Status Indian, Non-Status Indian, Inuit, or Metis.

2. Do you consider yourself to be an aboriginal person?

Yes ☐ No ☐

Persons with Disabilities

Persons with disabilities are those individuals whose prospects of securing training, and advancing in suitable employment may be substantially reduced as a result of a recognized physical or mental impairment. Examples of disabilities are: coordination or dexterity impairment; mobility impairment such as confinement to a wheelchair or amputation; speech impairment, visual impairment which excludes glasses/contact lenses that correct vision; hearing impairment; non-visible physical impairment such as epilepsy, hemophilia; development/mental impairment; learning impairment such as dyslexia.

3. Do you consider yourself to be a person with a disability that may disadvantage you in employment?

Yes ☐ No ☐

If you answered yes to question 2, do not answer question 4.

Persons from visible minority groups

Many people are members of visible minority groups. Members of visible minorities are persons who are non-caucasian in race or non-white in colour. Examples of visible minority groups are: Black, Asian, Middle Eastern, etc.

4. Do you consider yourself to be a member of a visible minority group?

Yes ☐ No ☐

5. If for any reason(s) you do not wish to complete this census, please check this box. ☐

Comments

Do you have any comments on any of the questions listed above or on the University of Alberta's Employment Equity Program? Contact the Office of Human Rights at 492-7325.

Thank you for your participation in this survey. The information you have provided will be held in **Strictest Confidence!**

The University is committed to the principle of equity in employment.

Note: Code of Confidentiality on reverse.



Employment
Equity

5. If for any reason(s) you do not wish to complete this census, please check this box. ☐

VOICING YOUR CONCERNS

Comments from Census Forms

In addition to providing responses to the questions on the census forms, many respondents took the time to comment. In fact, the comments received filled nearly thirty single spaced typed pages and reflect a range of views. Several respondents attached photocopies of articles on employment equity, affirmative action, and related topics to their completed census form.

Some commenters stated their outright opposition to employment equity, the census or the development of an employment equity plan. Others expressed reservations but stated their general support for employment fairness. Still others were concerned that the University did not seem to be interested in groups that are disadvantaged in employment. Special concern was expressed for French Canadians, older workers, new immigrants and gays and lesbians. A surprising number of respondents commented that the major barrier to employment equity on our campus is nepotism. There were also many people who expressed unequivocal support for the University's employment equity initiatives and the census itself.

Many respondents commented in the form of a question. Because of our commitment to adhere to the code of confidentiality contained on the census form, census questions could not be responded to individually. Some of the more common questions raised are presented below:

1. Why wasn't the census form printed on recycled paper?

It was, as were all the information brochures distributed to staff over the summer. Unfortunately, the recycled logo was inadvertently left off the census form itself.

2. Given the University's financial situation, couldn't the funds used to create and print employment equity brochures and the census itself have been better spent elsewhere?

All material used to explain employment equity, and the census form itself was created and printed with economy and the environment in mind. In fiscal year 1991-1992 the Office of Human Rights spent less than two dollars for each continuing staff member to explain employment equity and conduct the equity census. To those who see employment equity as misguided and more who do not see it as an issue of any significance this sum will seem excessive. Undoubtedly there will be others who see the amount spent as insufficient.

The funds expended resulted in three brochures, the census form, a series of fourteen posters, and materials used in 35 information sessions which were attended by over 1,000 employees.

3. Why was the employment equity census only directed to continuing faculty and staff? Trust and temporary staff make important contributions to the University and should not have been ignored.

Trust and temporary staff do make important contributions to the University. Many have worked at the University for long periods of time and are considered as colleagues in every sense by their co-workers. Two factors were considered in the decision not to include trust and temporary staff in this equity census.

NUMBERS AND TIME: The University was given twelve months to create an employment equity plan acceptable to the Federal Government. The Government's demands were not excessive since the University had committed itself to the creation of such a plan in 1987 when it joined the Federal Contractors Program. Given the short time frame, and the limited resources available, the decision was taken to limit the census to the University's 5,100 continuing faculty and staff, as required by the Contractors Program.

SPECIAL CHARACTERISTICS: One of the employment disadvantages experienced by designated group members (aboriginal persons, persons with disabilities, visible minorities, and women) is that they are often employed in shorter term, contract type jobs without the security or employment benefits enjoyed by continuing employees. It seems a reasonable hypothesis to predict higher designated group participation rates in temporary and trust positions than would be the case with continuing positions. Separate surveys of trust and temporary employees will help to prove or disprove that hypothesis.

The President's Employment Equity Implementation Committee will recommend to GFC that as a part of its equity plan the University should commit itself to surveying trust and temporary staff.

4. The University introduced a pay equity plan for some of its staff a few years ago. Didn't that deal with all the problems? Employment equity vs. pay equity...What's the difference?

There are two central issues involved in the discussion of employment equity and pay equity. First, some groups in the work force tend to be found in jobs that are seen as being of low value and are therefore poorly paid. Second, even when members of those groups do manage to enter into more highly valued jobs, they are sometimes paid less.

Pay equity primarily concerns the second of these issues. It is concerned with ensuring that there is equal pay for work of equal value. That means that workers performing jobs which may not be at all alike or similar, but which are of equal value to an employer, must be paid equally. The onus is on the employer to ensure not only that wage discrimination is not taking place, but that it will not take place. This is usually accomplished by adopting a job classification system which allows for comparisons between vastly different jobs. The implementation of a pay equity program is usually carried out through a central personnel office, more specifically through those people charged with responsibility for classifications and salaries.

Employment equity is an overall concept of which pay equity is just one component. It addresses both of the issues noted above, though primarily the first. Employment equity requires employers to make job opportunities available to everyone who possesses the necessary qualifications to perform the work. It works towards ensuring that members from the designated groups have access to the kinds of work which carry a high value. This is usually accomplished by reviewing all policies and practices respecting recruitment, selection, training, promotion, and termination to ensure that those policies don't make it more difficult for the members of some groups to obtain employment, to advance, or to

continue employment. It also involves helping supervisors and members of selection committees to acknowledge some of the biases they may bring to staff recruitment and evaluation.

5. Why isn't this census anonymous? Some respondents conveyed their preference for anonymity by removing the employee number from their census before returning the completed form.

The simple answer to the question is that an anonymous survey would only provide a very small part of the information required to determine whether the University has any significant equity problems. An anonymous survey would make many more issues than it would clarify.

For example, anonymous responses would tell us that over fifty percent of the University's work force is female. This, by itself, might lead to the assumption that women are well represented in the University's work force, an assumption which might well be challenged if we knew what types of positions the women occupied. Another difficulty with an anonymous survey is that it doesn't allow for the tracing of designated group members over time. How many of our staff who report that they are a member of a designated group are promoted? How many receive training or upgrading opportunities? How many are laid off? These are important equity questions which cannot be answered from an anonymous database.

At the heart of the wish for anonymity is a well placed concern for confidentiality. On this score all that can be said is that everything possible has been done to ensure confidentiality. Access to the equity database is restricted to Human Rights staff. The employee numbers used on the census forms cannot be used to access equity census responses. Any reports generated from the database do not make reference to individuals. The completed census forms were shredded once the data they contained was entered into the database.

6. Has the University considered the possibility of reverse discrimination? Shouldn't the only criterion for hiring be ability?

The University, like all employers, must consider all forms of discrimination, reverse or otherwise. All of its employment decisions are potentially subject to the scrutiny of the Alberta Human Rights Commission and, subsequently, the courts.

Ability would, in an ideal world, be the only criterion for hiring. Unfortunately, we know that our ability to assess the ability of individual applicants is not as refined as we sometimes imagine. We also know that employers sometimes demand abilities (and credentials) far beyond those actually required to do a particular job.

In truth, job competitions produce a number of applicants who possess all of the abilities required to perform that job. Final selections are, for the most part, based on perceived compatibilities rather than objective measures of ability. None of us can claim to be free of collective or individual bias and it is likely that our judgments of compatibility reflect those biases.

7. Couldn't this information have been gathered from personnel files or by asking supervisors about their staff?

Personnel records at the University do not contain information about race, colour, or disability. Studies indicate that supervisors' perceptions are approximately sixty percent accurate with respect to race, and even less accurate with respect to disability.

ADS

ACCOMMODATIONS AVAILABLE

VICTORIA PROPERTIES - Experienced, knowledgeable realtor with Edmonton references will answer all queries, and send information. No cost or obligation. Call (604) 595-3200, Lois Dutton, Re/Max, Ports West, Victoria, BC.

RENT - Old Strathcona, charming, three bedroom home. Office area, garage, pretty yard. May 1992 - August 1993. \$1,200/month. Western Relocation, 434-4629.

RENT - Mill Creek Ravine, three bedroom bungalow, across from park. Double garage, opener, immediate. \$1,200/month. Western Relocation, 434-4629.

LEASE - Riverbend, Brander, charming river valley home. Six bedrooms, 3 1/2 baths, approximately 4,000', \$1,775/month. Western Relocation Services, 434-4629.

SALE - Claridge House. Spacious one bedroom, top floor, northwest exposure. Walk to University. Brick fireplace, five appliances, two underground stalls. \$115,000. Kenneth Colpitts, Re/Max Real Estate. 438-1575 business. 445-7500 pager.

SALE - Ideal family home situated in an unrivalled location, across from parkland and ravine in the most desirable area of old Riverbend. Five bedrooms, den. Ann Dawrant, Spencer Realty, 435-0808.

SALE - Two storey, updated! Quality! New kitchen, subzero fridge, pella windows, great library, bookshelves, skylights, fireplaces. Close University. Liz Crockford, Spencer Real Estate, 435-0808, 434-0555 residence.

SALE - 2,900 square foot home in Riverbend. Four bedrooms, two dens, a lot of space for your piano, \$195,000. Raymond Cheng, Royal LePage, 438-4700.

RENT - New, four bedroom, raised bungalow. Very close to University. 1 March, \$1,000/month. 436-0931.

RENT - Fully furnished, three bedroom townhouse in Riverbend. April-July, \$835/month, 435-1710, 492-5731.

RENT - Allendale, two bedroom, single garage. Negotiable. Available immediately. Joe, 484-9251.

RENT - Furnished, two bedroom house, near University. 1 July 1992 - 1 July 1993. \$850/month. 435-2154.

RENT - Executive bungalow, Saskatchewan Drive. Fully finished basement, double garage, atrium, studio with/without furniture, references required. Janice Duke, Royal LePage, 437-7480.

SALE - LeMarchand Tower, one bedroom condo, includes five appliances, draperies, underground parking. Five minutes to University. Immediate possession, only \$98,900. Janice Duke, Royal LePage, 437-7480.

SALE - Belgravia, 1,305' bungalow. Superb location, beautifully treed lot, hardwood floors, double garage. Just steps from the University, \$175,000. Ed Lastiwka, Royal LePage Realty, 446-3800.

RENT - Bungalow, new, 1,425', 1 1/2 baths. Extras including security system. Easy access to University. \$1,050/month, 1 March. Alberto, 453-5755.

SALE - Interesting and unusual contemporary styled home in Ogilvie Ridge with hardwood, tile, glass block, vaulted ceiling and numerous built-ins. \$269,000. Arlene Klassen, Canada Trust Realty, 468-2100.

SALE - River view! Enjoy sunsets, fireplace, swimming pool, valley parks! Upgraded, two bedroom, two baths, pearl grey carpet, hardwood, verticals, appliances. LRT at door! 488-2180.

SALE - Belgravia, 7305 Saskatchewan Drive. Large bungalow on river view lot in quiet park-like setting. Finished basement, double garage, \$295,000. Telephone 432-0358 evenings. Open house 23 February, 1-4 pm.

SALE/RENT - Lovely two bedroom bungalow with rented suite. University area. \$129,900/\$1,200 monthly. 437-7922.

SALE - Large immaculate two bedroom bungalow with basement suite. Fully rented \$1,200 plus revenue. \$139,000. Assumable mortgage due 15 April, 437-7922.

RENT - St Albert executive home, 20 minutes-University. Four bedrooms, four baths, family room, double garage, many extras. 1 July, two-year lease, \$1,900/monthly. Contact Bent, 458-7695 evenings, 432-1611 daytime.

RENT - Windsor Park, fully furnished sabbatical home, three bedrooms, garage, deck. July - December, \$950 plus utilities. Nonsmokers, no pets, 433-0405.

RENT - Blue Quill, three bedroom, five-level split. Furnished or unfurnished. One year starting 1 July, August or September. Nonsmokers and no pets. 436-4912, 492-5187.

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MISCELLANEOUS

BRITISH GENEALOGY COURSE. Six Tuesday evenings starting 25 February. Lions Northgate, Dr Penelope Christensen, 486-5634.

SALE - Want to run your own business? Try this small computer business downtown, with great potential. \$24,800 OBO. Call Raymond Cheng, Royal LePage, 438-4700.

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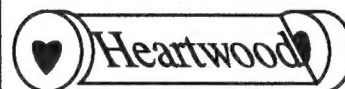
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